R E P O R T R E S U M E S

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A STUDY OF EDUCATION REGARDING COOPERATIVE ORGANIZATIONS IN RURAL AREAS IN 118 ILLINOIS HIGH SCHOOLS.

BY- HEMP, PAUL E. EHRESMAN, NORMAN D.
ILLINOIS UNIV., URBANA, DIV. OF AGR. EDUC.
ILLINOIS AGRICULTURAL ASSN., BLOOMINGTON

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THE PURPOSE OF THIS STUDY WAS TO IDENTIFY (1) WHAT IS BEING TAUGHT REGARDING COOPERATIVES, (2) COOPERATIVE ACTIVITIES IN WHICH ILLINOIS FUTURE FARMERS OF AMERICA (FFA) CHAPTERS PARTICIPATE, (3) THE TEACHING AIDS BEING USED TO TEACH ABOUT COOPERATIVE ORGANIZATIONS, AND (4) THE TEACHING AIDS AND INFORMATION WHICH TEACHERS WOULD LIKE TO HAVE. QUESTIONNAIRES WERE SENT TO 100 TEACHERS SELECTED BY USING A TABLE OF RANDOM NUMBERS, AND 33 OTHERS WHO SPONSORED FFA CHAPTERS WHICH HAD PARTICIPATED IN THE STATE COOPERATIVE ACTIVITY AWARD PROGRAM. RESPONSES WERE OBTAINED FROM 90 PERCENT AND 85 PERCENT RESPECTIVELY. IT WAS CONCLUDED THAT (1) JUNIOR AND SENIOR COURSES CONTAIN MORE ABOUT COOPERATIVES THAN YOUNG-FARMER OR ADULT COURSES, (2) TEACHERS NEED LISTS OF AVAILABLE AIDS, (3) NEW INSTRUCTIONAL MATERIAL IS NEEDED, (4) PRACTICALLY ALL FFA CHAPTERS INCLUDE COOPERATIVE ACTIVITIES, AND (5) THERE IS A NEED FOR THE EVALUATION OF COOPERATIVE ACTIVITIES USED FOR INSTRUCTIONAL PURPOSES. EARLY INITIATION OF THE FOLLOWING PROJECTS WAS RECOMMENDED--(1) DEVELOPMENT OF SOURCE UNIT ON COOPERATIVES TO BE USED BY TEACHERS, (2) REVISION OF FFA COOPERATIVE AWARDS PROGRAM TO DEFINE CLEARLY THE SCORING ACTIVITIES, (3) DEVELOPMENT OF COURSE OUTLINES FOR OUT-OF-SCHOOL GROUPS, AND (4) DEVELOPMENT OF A SUGGESTED SCHEDULE OF LEARNING EXPERIENCES FOR HIGH SCHOOL STUDENTS AND ADULTS PREPARING FOR EMPLOYMENT IN COOPERATIVE BUSINESSES. A BIBLIOGRAPHY AND A SAMPLE QUESTIONNAIRE ARE INCLUDED. (EM)

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CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
980 KINNEAR ROAD
COLUMBUS, OHIO, 43212

A STUDY OF EDUCATION REGARDING COOPERATIVE ORGANIZATIONS IN RURAL AREAS IN 118 ILLINOIS HIGH SCHOOLS

Paul E. Hemp, Associate Professor
Norman D. Ehresman, Research Assistant

Division of Agricultural Education
College of Education
University of Illinois
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EDUCATION REGARDING COOPERATIVE ORGANIZATIONS IN RURAL AREAS

Research Staff:

Lloyd J. Phipps, Project Director
Paul E. Hemp, Principal Investigator
Norman D. Ehresman, Associate Investigator
Gerald R. Fuller, Consultant
A. H. Krebs, Consultant
J. R. Warmbrod, Consultant

Project Sponsors

Division of Agricultural Education
College of Education
University of Illinois
and
Illinois Agricultural Association
Bloomington, Illinois

Preface

This report presents the findings for a portion of a comprehensive research project being conducted by the Agricultural Education Division, University of Illinois, relating to education regarding cooperative organizations in rural areas. A report of a study of "FFA Cooperative Acquaintanceship Programs" preceded this report and other reports and instructional materials will follow this publication.

The findings presented in this publication have implications for the alert teacher regarding how he can improve his program in the instructional area under consideration. The findings also indicate some of the instructional aids which need to be developed by teachers locally as well as instructional aids that may be developed for teachers.

With the broadened objectives of vocational agriculture resulting from the Vocational Education Act of 1963, education regarding cooperative organizations in rural areas becomes increasingly important. Persons living in rural areas must not only receive education in vocational agriculture courses regarding cooperatives so that they can participate intelligently as members of cooperatives, but vocational agriculture now has the responsibility of providing for certain persons the knowledge and skill in agriculture necessary for employment in non-farm agricultural businesses, including agricultural cooperatives.

Educators interested in implementing the broadened objectives of vocational agriculture and interested in improving their existing programs of agricultural education will find the contents of this publication very helpful.

Lloyd J. Phipps
Director of Project

Introduction

One of the four important ways of doing business in rural areas is the agricultural cooperative. Many farmers own stock in cooperative businesses, and many farmers serve as members of boards of directors of cooperatives.

Groups of persons in rural areas who need to know something about cooperative organizations include farmers and others who patronize cooperatives, workers or employees of cooperative organizations, and persons who do not patronize cooperatives and do not work in cooperative businesses but need some knowledge regarding cooperative organizations to help them perform duties as citizens. The research project of which this survey is a part has been designed to ascertain what educational programs are now available and what educational programs may be provided to serve the patrons of cooperative organizations, the workers in cooperative businesses, and the general public living in the rural areas of Illinois.

A first step in determining the present status of educational programs regarding cooperative organizations was a survey of what is currently being taught concerning cooperatives in vocational agriculture courses in Illinois secondary schools. The procedures used in making the survey and a report of the results are described on the following pages.

Purposes and Procedures

The major purposes of conducting a survey of instructional programs in vocational agriculture departments were:

1. to identify what is being taught regarding cooperatives.
2. to identify the cooperative activities in which Illinois FFA chapters participate.
3. to identify the teaching aids being used to teach about cooperative organizations.
4. to identify the teaching aids and information teachers of vocational agriculture would like to have made available.

In order to secure an accurate picture of the instructional programs being conducted by vocational agriculture teachers, questionnaires were sent to two groups of teachers. The first group was composed of 100 Illinois teachers of vocational agriculture selected by using a table of random numbers. Ninety percent of this group returned usable questionnaires. The other group surveyed included 33 teachers whose FFA

Chapters had participated in the State Cooperative Activity Award Program during 1961-62 or 1962-63. Usable returns were received from 28 of these teachers. In 1963-64, there were 441 departments of vocational agriculture in Illinois employing 453 teachers.

Survey Form I (See Appendix III) was prepared by the writers with the help of other members of the Agricultural Education staff. Five teachers of agriculture were asked to respond to this form in an effort to test its content and form. Survey Form I in its final revision was mailed to the two samples of teachers with a covering letter (See Appendix II). Three follow-up letters were sent to those teachers who failed to respond resulting in a return of 90 percent and 85 percent, respectively, from the two groups of teachers.

FFA Chapter Activities

Each department of vocational agriculture in Illinois has an FFA chapter consisting of members who are currently enrolled in vocational agriculture courses or members who have been enrolled in these courses.

From a list of eight FFA cooperative activities, teachers were asked to check those activities in which their chapters participated during the 1962-63 school year. The responses of the teachers have been summarized in Table I.

As one might expect, the data in Table I show that a higher percentage of the Award Program chapters participated in each of the eight cooperative activities than did the randomly selected chapters. The differences between the percentage of each group participating in Activity 1, 3, 4, 5, 6, 7 and 8 are great enough to be statistically significant at the levels indicated. The chi-square probability levels in the right-hand column indicate the probability that the differences between groups could have occurred by chance. The probability level of P 0.005 for Activity No. 1 means that the observed difference between the amount of participation for the two groups could have occurred by chance alone fewer than five times out of 1,000.

TABLE I

PERCENTAGE OF FFA CHAPTERS PARTICIPATING IN EACH OF EIGHT COOPERATIVE ACTIVITIES DURING THE 1962-63 SCHOOL YEAR

Activity	Percentage participating: Randomly selected group (N = 90)	Percentage participating: FFA Award Program Group (N = 28)	Chi-Square
1. Cooperating with farm organizations on meetings or community projects	72.2	100.0	8.2219 P<0.005
2. Buying FFA jackets, pins, or equipment cooperatively	92.2	96.4	.5979 P<0.50
3. Selling seed, supplies or equipment cooperatively	76.7	96.4	5.4985 P<0.02
4. Participating in county FFA Cooperative Acquaintanceship Day	74.4	96.4	6.3703 P<0.02
5. Testing soil or milk cooperatively	64.4	89.3	6.3165 P<0.02
6. Touring facilities of cooperatives	64.4	89.3	6.3165 P<0.02
7. Operating a gilt chain or other livestock chain	40.0	78.6	12.7126 P<0.001
8. Organizing a cooperative within the FFA	8.9	39.3	14.6066 P<0.001

Teachers were asked to list cooperative activities other than the eight activities appearing on the survey form in which their chapters participated in during the 1962-63 school year. Additional activities listed by teachers from both groups were as follows:

1. Placing rat bait in stations at the city dump.
2. Farming school land.
3. Participating in a livestock auction at the county fair.
4. Conducting bred ewe sale.
5. Selling livestock cooperatively.
6. Hauling livestock to fair cooperatively.
7. Cooperating with the county health department in a water testing program.
8. Conducting farm fire survey for local fire district.
9. Participating in farm safety or corn picker safety programs.

10. Presenting program at Farm-City Day.
11. Cooperating with Chicago area Kiwanis Clubs.
12. Cooperating with local charity projects.
13. Working with Soil Conservation Service.
14. Cooperating with other school organizations in purchasing supplies.
15. Operating an FFA loan fund.
16. Participating in Electric Cooperative Speech Contest.
17. Participating in FFA Holiday Conference.
18. Holding joint meetings with other school clubs.
19. Attending legislature sessions.
20. Participating in a farm radio show.

Who and What Is Taught?

Vocational agriculture teachers usually enroll three groups of persons in their courses; namely, high school boys who are interested in farming or non-farm agriculture occupations, young farmers, and adult farmers.

The teachers contacted in this survey were asked to indicate which of ten areas of study were taught and the group or groups instructed in each area. Summaries of the responses of the two groups of teachers surveyed are shown in Table II and Table III.

From the data presented in Tables II and III, the following findings may be drawn:

1. Instruction regarding cooperatives is concentrated largely in Agriculture III and Agriculture IV, the junior and senior level courses.
2. Slightly more than one-third of the teachers from the randomly selected group did not teach any of their high school classes about the history of cooperative movements, taxation of cooperatives, and types of stock in cooperatives.

TABLE II

NUMBER AND PERCENTAGE OF NINETY RANDOMLY SELECTED DEPARTMENTS OF VOCATIONAL AGRICULTURE TEACHING SELECTED AREAS OF STUDY REGARDING COOPERATIVES

Area of Study	Class Taught: Agr. I		Agr. II		Agr. III		Agr. IV		None	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Functions of a marketing cooperative	4	4.4	5	5.6	32	35.5	46	51.1	15	16.7
2. Four ways of doing business	1	1.1	5	5.6	32	35.5	44	48.9	12	13.3
3. Functions of a purchasing cooperative	2	2.2	2	2.2	26	28.9	46	51.1	17	18.9
4. Functions of a service cooperative	1	1.1	1	1.1	27	30.0	44	48.9	18	20.0
5. Organization and control of cooperatives	0	0	2	2.2	33	36.7	38	42.2	18	20.0
6. Functions of a credit cooperative	0	0	0	0	23	25.6	46	51.1	19	21.1
7. Patronage refunds of cooperatives	0	0	2	2.2	27	30.0	37	41.1	23	25.6
8. History of the cooperative movement	3	3.3	4	4.4	22	24.4	29	32.2	30	33.3
9. Taxation of cooperatives	0	0	0	0	20	22.2	30	33.3	33	36.7
10. Types of stock in cooperatives	0	0	1	1.1	18	20.0	27	30.0	31	34.4

TABLE III

NUMBER AND PERCENTAGE OF TWENTY-EIGHT DEPARTMENTS OF VOCATIONAL AGRICULTURE TEACHING SELECTED AREAS OF STUDY REGARDING COOPERATIVES

(Award Program Group)

Area of Study	Class Taught									
	Agr. I		Agr. II		Agr. III		Agr. IV		None	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Functions of a marketing cooperative	0	0	1	3.6	12	42.9	15	53.6	4	14.3
2. Four ways of doing business	0	0	3	10.7	16	57.1	19	67.9	3	10.7
3. Functions of a purchasing cooperative	1	3.6	1	3.6	12	42.9	13	46.4	5	17.9
4. Functions of a service cooperative	0	0	2	7.1	12	42.9	12	42.9	6	21.4
5. Organization of control of cooperatives	0	0	3	10.7	13	46.4	14	50.0	2	7.1
6. Functions of a credit cooperative	1	3.6	0	0	11	39.3	15	53.6	3	10.7
7. Patronage refunds of cooperatives	0	0	2	7.1	12	42.9	17	60.7	3	10.7
8. History of the cooperative movement	3	10.7	1	3.5	15	53.6	10	35.7	3	10.7
9. Taxation of cooperatives	0	0	2	7.1	9	32.1	14	50.0	7	25.0
10. Types of stock in cooperatives	0	0	1	3.6	13	46.4	13	46.4	4	14.3

In order to compare the percentage of teachers in each of two groups who taught ten selected areas of study, Table IV was prepared.

TABLE IV

PERCENTAGE OF TEACHERS IN EACH OF TWO GROUPS WHO TAUGHT TEN SELECTED AREAS OF STUDY REGARDING COOPERATIVES

Area of Study	Randomly Selected Group (N = 90)	FFA Award Group (N = 28)	Chi-Square
1. Functions of a marketing cooperative	83.3	89.3	.0896
2. Four ways of doing business	86.7	89.3	2.4503
3. Functions of a purchasing cooperative	81.1	92.9	.0149
4. Functions of a service cooperative	80.0	89.3	.1199
5. Organization and control of cooperatives	80.0	85.3	2.5079
6. Functions of a credit cooperative	78.9	89.3	1.5219
7. Patronage refunds of cooperatives	74.4	82.1	9.7234**
8. History of the cooperative movement	66.7	85.3	5.4237*
9. Taxation of cooperatives	63.3	78.6	1.2972
10. Types of stock in cooperatives	65.6	75.0	4.1274*

*Statistically significant at the .05 level.
**Statistically significant at the .001 level.

The data in Table IV show that a higher percentage of teachers in the award group than in the randomly selected group taught the selected ten areas of study regarding cooperatives. For Areas 7, 8 and 10 the differences were statistically significant.

Both groups of teachers were also asked to check which of the ten areas of study were usually taught to young farmers or adult farmers. Table V shows a summary of the responses of the randomly selected group of teachers.

No table was prepared to show the number of teachers from the FFA Award group who taught each of the ten areas to adult or young farmers. Of the 28 teachers in this group who returned questionnaires no more than two taught any one area to young farmers or adult farmers.

TABLE V

NUMBER OF TEACHERS OF AGRICULTURE SELECTED BY RANDOM WHO USUALLY TEACH EACH OF THE SELECTED TEN AREAS OF STUDY REGARDING COOPERATIVES TO ADULT FARMERS AND YOUNG FARMERS*

(Randomly Selected Group)

Areas of Study	Number of Teachers Teaching: Adult Farmers	Young Farmers
1. History of the cooperative movement	1	1
2. Four ways of doing business	5	2
3. The organization and control of cooperatives	2	2
4. Taxation of cooperatives	2	2
5. Patronage refunds of cooperatives	2	1
6. Different types of stock in cooperatives	3	1
7. Functions of a marketing cooperative	3	2
8. Functions of a purchasing cooperative	2	1
9. Functions of a service cooperative	2	1
10. Functions of a credit cooperative	3	2

*Total number of teachers returning survey was ninety.

The reader should keep in mind that during the 1962-63 school year 14 percent of the vocational agriculture departments in Illinois offered young farmer courses, and 70 percent of the departments offered adult farmer courses.[1] Furthermore, the reader should be reminded that out-of-school groups are usually taught for only short periods of time (20 hours or more per year) so that broad coverage of many agricultural subjects is not feasible. Nevertheless, the data in Table V do show that fewer than five percent of the teachers included in this survey taught any of the ten areas of study regarding cooperatives to adult farmers or young farmers.

Teachers included in this study were asked to indicate the number of instructional hours spent on educational programs regarding cooperative organizations. The mean number of instructional hours devoted to cooperatives was 9.4 for the randomly

[1] In 1962-63, 66 departments offered young farmer courses, and 314 departments offered adult farmer courses.

selected group and 12.7 for the FFA Award group. Table VI has been prepared to show the distribution of departments based on the amount of instructional time spent on education regarding cooperative organizations.

TABLE VI

AMOUNT OF INSTRUCTIONAL TIME VOCATIONAL AGRICULTURE DEPARTMENTS STUDIED DEVOTED TO THE STUDY OF COOPERATIVE ORGANIZATIONS DURING A FOUR-YEAR COURSE OF STUDY

Time Range (Hours)	Randomly Selected Group (N = 90)	FFA Awards Group (N = 28)
0 - 5	32	4
6 - 10	28	10
11 - 15	19	7
16 - 20	4	5
21 - 25	5	1
26 - 30	2	1

The difference in median hours of instructional time devoted to the study of cooperative organizations between the randomly selected group and the FFA Award group was tested statistically with the median test. The chi-square value equals 2.9968 (P 0.10). This chi-square value tells us that the differences in instructional time provided by the two groups of vocational agriculture departments could have occurred by chance fewer than ten times out of 100.

The data in Table VI are most meaningful when compared with the total amount of instructional time available for high school vocational agriculture programs. The number of clock hours available for vocational agriculture programs varies from school to school but a typical amount of time available would be 600 hours (150 clock hours per year).

References and Teaching Aids Used

Teachers were asked to list the titles of reference books, bulletins, films, resource persons, and other aids they used in teaching about cooperative organizations. A composite list of the more popular aids was compiled and is presented as Appendix I.

Many teachers do not use reference books in their teaching. Some make no use of films or resource persons. The percentage of teachers listing titles or names of four kinds of aids used in teaching about cooperative organizations is shown in Table VII.

TABLE VII

PERCENTAGE OF TEACHERS STUDIED USING EACH OF FOUR TYPES OF LEARNING AIDS IN THEIR INSTRUCTIONAL PROGRAMS REGARDING CO-OPERATIVE ORGANIZATIONS

Type of Aid	Randomly Selected Group (N = 90)	FFA Awards Group (N = 28)	Chi-Square
Books	33.2	71.4	14.3856*
Bulletins	77.8	89.3	2.0989
Films	15.6	21.4	.3310
Resource Persons	56.7	71.4	2.2298

*Significant at the .001 level.

Obviously, bulletins and resource persons are used by more teachers than reference books and films. This is to be expected since the teaching of cooperative organizations is usually handled as a part of a larger unit such as marketing or four ways of doing business.

Bulletins (including circulars and teaching units) probably lend themselves better than other types of aids to the type of course organization and the method of teaching commonly followed in most Illinois vocational agriculture departments. Also, it is easier for a school to stock multiple copies of a circular or a subject-matter unit than it is for them to acquire several copies of an expensive reference book.

New Teaching Aids Needed

For the most part, teachers included in this study want publications their high school students can read and understand. Twenty-four of the 90 randomly selected teachers who responded said they needed simplified, concise reference materials. The number of randomly selected teachers indicating a need for other types of teaching aids were as follows:

Filmstrips	7
Charts	8
Slides	6
Films	5
Flannelgraphs	4

Information concerning local cooperatives can be useful to teachers of vocational agriculture. The kinds of local information desired or needed by the randomly selected teachers included in this survey and the number of these teachers indicating a need for each kind of information is as follows:

1. Organization and control of cooperatives (15)
2. Functions of local cooperatives (14)
3. Benefits resulting to farmers who use cooperatives (8)
4. History and accomplishments of local cooperatives (6)
5. Taxes and refunds of local cooperatives (5)
6. Number of cooperatives in local area (5)
7. Job opportunities in local cooperatives (5)
8. Comparisons of local cooperatives and local private enterprises (3)
9. Lists of resource persons from local cooperatives (2)
10. Number of workers involved in local cooperatives (2)
11. Nature and structure of local purchasing cooperatives (2)
12. Nature and structure of local marketing cooperatives (2)
13. How to start a new cooperative for local use (1)
14. How to encourage existing local cooperatives (1)

Other suggestions made by teachers included making recordings of speeches at FFA Cooperative Conferences for use in local schools, preparing flannelgraphs similar to those used at state and national meetings for use in schools, and preparing source units which include the basic information about cooperative organizations. Only 13 percent (12) of the randomly selected group of teachers said that no additional information was needed about local cooperative organizations.

Information about regional, state, and national cooperatives which teachers would like to have made available include the following:

1. How cooperatives are organized and controlled.
2. Functions of cooperatives.
3. Economic importance of cooperatives.
4. Number and location of cooperatives.

5. How cooperatives are taxed and financed.
6. Job opportunities in cooperatives.
7. Number of workers employed in local cooperatives.
8. History and accomplishments of cooperatives.
9. Development of policy in cooperatives.
10. Reasons for failure of some cooperatives.
11. Ways of doing business in a democracy.

Only eight of the randomly selected group of teachers indicated that no additional teaching materials on regional, state, and national cooperatives were needed to help them in their teaching efforts. Several teachers voluntarily suggested that teaching materials must be written especially for classroom use. These teachers said information must be up-to-date, simple, concise, and in "source unit form".

Conclusions and Implications

Illinois teachers of vocational agriculture included in this study usually provide instruction regarding cooperatives in their junior or senior courses. Very little adult or young farmer instruction relating to cooperative organizations was reported by these teachers. These findings suggest a need to expand our teaching efforts to include a larger audience.

In addition to teaching more persons about cooperatives, teachers can improve their effectiveness and upgrade the quality of their programs by making better use of teaching materials now available. There is a need to provide all Illinois teachers with lists of appropriate teaching aids and materials in the area of cooperatives and to outline appropriate teaching ideas which might be used in vocational agriculture programs. One of the important outcomes of this study should be the dissemination of techniques, practices, and lists of aids which teachers can employ in their instruction regarding cooperative organizations.

The findings of this study also indicate a need for gathering information about local cooperatives and making this information available for classroom use. This responsibility may appear to belong to local teachers but some assistance from state leaders and cooperative organizations is probably needed. For example, appropriate forms are needed which teachers and students may use as they visit local cooperatives organizations during field trips or tours.

Practically all the FFA Chapters included in this study were participating in cooperative activities of one type or another. However, the nature of these activities varied widely from chapter to chapter and the educational value of some activities may be questionable. There seems to be no commonly accepted definition of an FFA cooperative activity or no list of criteria for evaluating the educational impact of cooperative activities. Compare, for example, the possible learning outcomes which might result from organizing a cooperative organization within the FFA Chapter with those resulting from working with local charity groups. Both activities are probably worthwhile but in terms of teaching students about cooperatives the former would appear to be the better vehicle.

An examination of the FFA cooperative activities listed near the beginning of this report shows that these activitíes may be classified into at least four types:

Type A. Transacting business or performing services within the framework of a formally organized cooperative business structure.

Type B. Transacting business or performing services without the benefit of a formal cooperative organization, but including group efforts to accomplish goals which could not be accomplished by FFA members working independently.

Type C. Participating in service or other activities which bring FFA members in contact with persons or groups outside the FFA.

Type D. Participating in learning experiences designed to acquaint students with cooperative organizations.

Using these four categories of cooperative activities listed, it would be possible to classify each of the FFA cooperative activities reported in this study as Type A, B, C, or D. Some examples will help to illustrate the use of this system of classification.

Type A

1. Organizing a cooperative within the FFA
2. Operating a gilt chain (if formally organized as a cooperative subsidiary)

Type B

1. Buying equipment cooperatively
2. Testing soil cooperatively
3. Conducting a bred ewe sale

Type C

1. **Conducting a farm fire survey for the local fire district**
2. **Cooperating with the county health department to conduct a water testing program.**
3. **Placing rat bait in stations at the city dump**

Type D

1. **Attending FFA Cooperative Acquaintanceship Program**
2. **Touring cooperative facilities**

The purpose of defining more specifically the nature of various cooperative activities is to help FFA members and teachers to evaluate their programs relating to cooperative activities and to improve them. The definition of cooperative activities can be stretched to include all FFA activities performed by two or more members, but such a loose definition is a distortion of fact and a "watering down" of true cooperative activities. A new approach to identifying and evaluating FFA cooperative activities may serve to improve the Cooperative Awards Program and to increase chapter participation in it.

As a result of this survey the writers recommend the following projects be initiated as soon as possible:

1. **Development of a source unit on cooperatives to be used by teachers in Illinois and organized so as to include a collection of teaching ideas as well as lists of teaching aids and references.**
2. **Revision of the FFA Cooperative Awards Program so as to define clearly the activities which are to be counted in the scoring.**
3. **Development of a course outline for out-of-school groups enrolled in courses concerning cooperative organizations.**
4. **Development of a suggested schedule of learning experiences to be engaged in by high school students and adults who are preparing for employment in cooperative businesses.**

APPENDIX I

A List of References and Teaching Aids Reported By Three or More Vocational Agriculture Teachers

Books

1. Doane Farm Management Guide, Doane Agriculture Service, St. Louis, Mo., 1960.
2. Elson, J. and N. G. P. Krausz, Legal Handbook for Directors and Members of Illinois Cooperatives, Illinois Agricultural Experiment Station, Urbana, 1958.
3. Hamilton, J. E. and W. R. Bryant, Profitable Farm Management, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1956.
4. Marketing, 1954 Yearbook of Agriculture, United States Department of Agriculture, Washington, D. C.
5. Midwest Farm Handbook, Iowa State College Press, Ames, Iowa, 1954.
6. Robertson, L. S., Farm Management, J. B. Lippincott Company, Chicago, 1958.
7. Robertson, L. S. and Ralph H. Woods, Farm Business Management, J. B. Lippincott Company, Chicago, 1951.

Circulars, Bulletins, and Leaflets

1. Cooperative Business Training for Farm Youth, Bulletin No. 1, Farmer Cooperative Service, USDA, Washington, D. C., 1954.
2. Farm Cooperatives in Illinois, Agriculture Publications No. 4, Southern Illinois University, Carbondale, Illinois.
3. Farmer Cooperatives in Our Community, Educational Circular 12, Farmer Cooperative Service, USDA, Washington, D. C. 1956.
4. Financing Farmers Cooperatives, Educational Circular 5, Farmer Cooperative Service, USDA, Washington, D. C., 1957.
5. Forming Farmer Cooperatives, Educational Circular 10, Farmer Cooperative Service, USDA, Washington, D. C., 1956.
6. Four Common Ways of Doing Business, Unit 2030, Vocational Agriculture Service, University of Illinois, Urbana.
7. Future Farmers and Cooperatives, Farmer Cooperative Service, USDA, Washington, D. C., 1957.
8. The Story of Farmers' Cooperatives, Educational Circular 1, Farmer Cooperative Service, USDA, Washington, D. C., 1954.
9. Three Principles of Agricultural Cooperation, Educational Circular, Farmer Cooperative Service, USDA, Washington, D. C., 1958.
10. Using Your Farm Supply Cooperative, Educational Circular 6, Farmer Cooperative Service, USDA, Washington, D. C., 1955.
11. What is a Cooperative?, Bulletin Reprint No. 6, Farmer Cooperative Service, USDA, Washington, D. C.

Films

1. **Credit Where Credit is Due**, Farm Film Foundation, Washington, D. C.
2. **Farmers Working Together**, Farm Credit Administration, St. Louis, Missouri.
3. **What is a Farm Worth?**, Farm Credit Administration, St. Louis, Missouri.

APPENDIX II

UNIVERSITY OF ILLINOIS
College of Education
URBANA

Agricultural Education

The Agricultural Education Division of the University of Illinois is conducting a study concerning education regarding cooperative organizations in rural areas. As a result of this study, we plan to develop and distribute instructional materials that may be of use to agriculture teachers.

It is important that we discover what is now being taught in the area of cooperatives as well as what teaching materials are being used. You were chosen as one of the selected sample of teachers to complete the enclosed questionnaire. Completion time for the questionnaire is about 10 minutes.

Thank you for your help in speeding up this study.

Sincerely,

Paul E. Hemp
Associate Professor
Agricultural Education

APPENDIX III

AGRICULTURAL EDUCATION DIVISION
COLLEGE OF EDUCATION
University of Illinois

EDUCATION REGARDING COOPERATIVE ORGANIZATIONS IN RURAL AREAS

Survey Form I

Check the following FFA Activities in which your chapter participated during 1962-1963.

1. _____ Buying FFA jackets, pins, and equipment cooperatively.
2. _____ Selling seed, supplies, and equipment cooperatively.
3. _____ Organizing a cooperative within the FFA.
4. _____ Participating in the county FFA-Farm Bureau Acquaintance Day.
5. _____ Operating a gilt chain or other livestock chains.
6. _____ Touring cooperative facilities.
7. _____ Testing soil or milk cooperatively.
8. _____ Cooperating with other farm organizations on meetings or community projects.
9. _____ Others (list).

Indicate the class you usually teach each of the following areas.

	Adult Farmer	Young Farmer	Vo. Ag. I	Vo. Ag. II	Vo. Ag. III	Vo. Ag. IV	Do not Teach	Areas of Study
10.								History of the cooperative movement
11.								Partnerships, individuals, corporations compared to cooperatives (four ways of doing business)
12.								The organization and control of cooperatives
13.								Taxation of cooperatives
14.								Patronage refunds of cooperatives
15.								Different types of stock in cooperatives
16.								Functions of a marketing cooperative
17.								Functions of a purchasing cooperative
18.								Functions of a service cooperative
19.								Functions of a credit cooperative
20.								Others (list)

21. What references and/or teaching aids about cooperatives did you use in 1962-1963 or are you using this year?

Books _____

_____

_____

Bulletins _____

_____

_____

Films _____

_____

_____

Resource Persons (give job title, not names)

_____

_____

_____

Others _____

_____

22. What kinds of teaching aids would you like to have to help make your teaching about cooperatives more effective?

23. How many hours are scheduled in the course of study for teaching about cooperatives?_____

24. How many hours do you actually use in teaching about cooperatives?_____

25. What information concerning local cooperatives would you like to have for use in teaching?

26. What information about regional state, and national cooperatives would you like to have for use in teaching?